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THE RELATIONSHIP BETWEEN MEXICAN-AMERICAN
PARENTING STYLES, LEVEL OF ACCULTURATION, AND INCIDENCE OF
STRESS AND REPORTS OF CHILD ABUSE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Patricia Rocio Huerta-Perales

June 2000

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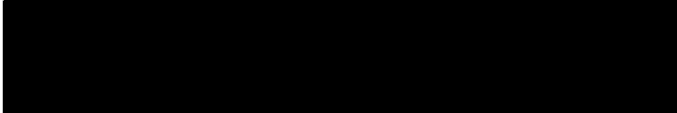
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June 2000

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ABSTRACT

There is a disproportionate ratio of child abuse calls and reports in Orange County from the Mexican-American Community. A correlation between level of acculturation, parenting-style, and knowledge of child abuse laws with the incidence of child abuse reports was determined. Also, significant differences among the sub-groups were corroborated by the data analysis.

The affluent group in general, highly resembled main stream socialization patterns; consequently, the level of child abuse violations was significantly less when comparing it to the sub-groups.

Parents that had low acculturation levels failed to recognize parenting practices as transgression to their children, and the legal ramifications of their actions. Also, they reported significantly higher incidence of child abuse reports.

The data obtained from the agricultural and church sub-groups showed a significant gap of the knowledge required to function effectively in the American society. These sub-groups identified media, as a primary socialization source to gain education regarding child abuse laws.

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To GOD for providing me with the tools and experiences necessary to become the person I am. While I bring out the best of me, encourage others to bring the best of them.

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CHAPTER ONE

INTRODUCTION

Child abuse reporting laws have been adopted by every state in the nation; furthermore, the categories of persons required to report have been broadened. The reporting laws and changes have created an increase from 150,000 suspected child abuse or neglect cases in 1963, to almost 2.2 million cases reported in 1987 (Department of Health and Human Services, 1996). This represented an increase of 134%. In 1993 the number of suspected child abuse cases rose to 3 million (Besharov, 1996), and of those three million between 60 and 65% were unsubstantiated. This required Child Protective Services (CPS) to allocate their limited resources on unfounded reports. As a result, weakening the system's ability to respond (Beharov, 1996 & 1990). The health care cost, associated with abuse in 1996, was 12.4 billion dollars (Lancet, 1999). All of these were national statistics representing a social problem in which the social work profession had direct responsibility.

To further investigate this social problem a study was conducted in Orange County. According to the Client Profile Social Services Agency of Orange County, 2.67 million people lived in this county. One in ten will have contact

with the Social Service Administration every year. From the total population of Orange County, 27.9% were Hispanic, and of that amount 20% were Mexican-American.

Interestingly, 40% of the suspected child abuse reports come from this nationality. This means that 1,236 calls to the suspected child abuse registry came in regards to Hispanics (County of Orange California Social Services Agency Client Profile). By the year 2020, the population in this county will be 43% Hispanic (Social Service Agency Client Profile). A population growth rate of 53% compared to the 9% growth rate for the main stream society (Grant, 1996). Considering the high estimated population growth and a Child Protective Services agency already overwhelmed with the number of investigations, it was important to explore elements that contributed to the high number of suspected child abuse reports.

Cynthia Crosson-Tower, an expert in the field of child abuse and neglect, specified that:

Maltreatment of children is deeply entwined with historical values and perspectives. The concept of child maltreatment has been defined and redefined throughout history. Society is slowly evolving from treating children as property, subject to the whims of the family and society, to at least recognizing that children may have rights of their own. Each period in history, as well as each culture, has a concept of how children should be treated. (1996, p.1)

There are unique circumstances of the Mexican-American population in Orange County. Due to the differences in immigration patterns, each Latino population has low resemblance to others (Perilla, 1999). Exploration of whether parenting style, level of acculturation and/or level of stress had a direct relationship with the number of child abuse reports was important to understand in order to enhance social workers' ability to support and serve this community. A lack of basic empirical data from Mexican-Americans had prevented the early identification of particularly vulnerable Latino subgroups, thus compromising the systems ability to respond to those needs (Zambrana, Darrington , 1998; Perilla, 1994 &1999; Mendoza Mendoza, 1989).

The parenting style was important to study because of the marked differences between the Mexican and American communities, and the differences among sub-groups within the Mexican population. The differences included a different value and goal system in which what is viewed as negative parenting for one group is not considered by the other (Rudy, 1999). This creates high significance in the differences in which both nations approach child-rearing practices. Establishing the differences and educating both

the social workers and the members of the Mexican-American population was one of the benefits pursued by this study. Reinterpreting the definition of pathology when relating to parenting practices, and clarifying differences may ease the social worker stress level (Horejsi & Craig, 1992).

A successful example of a parenting sensitive practice in the United States is coining. When social workers encounter the physical marks left by this practice, it is not automatically assumed to be a malice act; rather the CPS intervention is educative and resource oriented. This analogy is not to say that belt marks are correspondent to a health practice, but they are not always the result of loss of control or anger. They may be an expression of a legitimate educational concern and an expected parental role, which might be culturally driven (Perilla, 1999; Rudy, 1999).

Contrary to the stereotype that all Mexicans are the same, Mexican-Americans are a highly heterogeneous population (Perilla, 1999; Grant & Gutierrez, 1996). Significant incidences of psychological misdiagnosis in the Mexican-American population have been documented. One of the reasons for the misdiagnosis is a lack of cultural competency that leads to the assignation of pathologies

where there are none (Mendoza). In addition, cultural elements are reviewed as primary etiologic actors in the maltreatment of migrant children (Tan, 1991). Hence, in exploring the high incidence of child abuse reports among Mexican-Americans, culture was a significant issue to consider.

In contemplating cultural aspects within the Mexican-American community, the level of acculturation was very important because there is a significant connection between acculturation level and parenting practices. At different acculturation levels, the behaviors and attitudes of individuals resemble those of the host society (Dumka & Roosa, 1997). However, there is no defined distinction between the length of residency and acculturation level of individuals (Dumka & Roosa, 1997; Buriel, 1993). Despite the socialization forces exerted by the institutions of the mainstream culture, some segments of the population have been able to maintain a strong cultural identity over extended periods of time (De Anda, 1984).

The stress level of Mexican-Americans was another significant variable that affected the high incidence of child abuse reports within this population. Stress is inclusive in a contextual political, social, historical,

economical, individual, and spiritual framework (Perilla, 1999). The levels of stress that most Mexican-Americans endured while living in the United States are unique and continually changing due to the Country's multidimensional dynamics.

Situational stress, combining the effects of poverty, inadequate community resources and the lack of a support network, contributes to higher levels of Mexican-American family disruption. Statistics show that states with a large Hispanic population have higher rates of suspected child abuse and neglect; furthermore, the rates for unsubstantiated child abuse report percentages are also considerably higher (Zambrana & Dorrington, 1998). All of these issues are important for social workers to consider. Stress is a determinant on discipline practices (Levendosky & Graham, 1998), depleting the tolerance level of parents wherein abusive situations can flourish.

The information about American parenting rules and the implications with the law may be distorted and/or unknown for some members of the Mexican-American community. Two of the three Spanish television stations, KMEX channel 34 and KVEA channel 52, could not identify a program in their 1998 television programming related to education/information of

child abuse laws. There were only some newscasts regarding dramatic deaths of children relating to child abuse in the hands of their caretakers. Three of the Spanish radio stations revealed the same insufficiency. Seems as though there is no mass media involved in educating or informing about this important family issue. Without factual knowledge of the American Parenting rules, Mexican-Americans may violate the law due to the lack of information, not a malice act.

The interrelationship of the points mentioned above foster a climate of clashing variables that lead to higher incidence of child abuse reports. It is intrinsically significant that the social work profession be aware and sensitive to differences (SW Code of Ethics). In addition, in order to develop a sound treatment and understanding of the client's problem, it is necessary to start where the client is (Bisman, 1994). This study was geared towards better understanding the Mexican-American population dynamics, and explored the possible understanding of where clients are.

This study was a qualitative research. It used a post-positivist paradigm because of the lack of controlled variables. It was not looking to establish cause-effect

relationships. The researcher created the instruments to measure behavior by gathering pertinent information from various examples. There is no validity and reliability in any of the instruments. The instruments were translated in Spanish and proofread by Mexican psychologist Diego Vasquez and student social worker Augusto Minakata. They were administered to five individuals for understandability. The study was exploratory in nature. It looked for weak associations between the parenting style of Mexican-Americans, level of acculturation, incidence of stress and reports of child abuse. An additional concern was whether the reports of child abuse were related to the lack of information about American parenting rules, rather than behavior which is intentionally abusive. 90 subjects, from three different sites, were randomly selected by approaching every tenth individual that fit the Mexican-American profile. They were invited to fill out a five-part questionnaire that helped answer the research question when chi-square, frequencies and correlations were ran with the obtained data.

This study was looking to provide some basis that will encourage social scientists to further research the relationship between these variables. Establishing the need

of a sensitive preventive campaign that can lower the disruption of Mexican-American families that have child abuse reports related to lack of information rather than intentionally abusive behavior.

LITERATURE REVIEW

The Orange County Social Services Agency Profile reported that in 1995 a total of 43,000 child abuse registry reports were made, in contrast to 15,000 reports made in 1985. This means that child abuse reports almost tripled in a ten-year period. Every month in Orange County alone there are 3,092 calls to the child abuse telephone line. 40% of the calls in the county regard the Hispanic nationality, while they are only 27.9% of the total county population (Focus Orange County Just the Facts). Of this percentage, 3,162 children are placed outside their homes every month and 2,365 remain at home receiving some assistance to prevent future abusive incidents. The Orange County Social Services Agency reported that 62% of the reports are geographically located at the north and central county areas where city packets are highly populated by the Hispanic community. Mexicans-Americans are the most rapidly growing ethnic group in the United States (Dumka & Roosa, 1997). These statistics, from the county social services,

seem to be congruent with the assumption that Mexican-Americans have a high incidence of child abuse allegations.

It has been well documented that populations in major cities in the United States are different from each other due to the difference in immigration patterns (Perilla, 1999). Among the elements that contribute to the peculiarity for Mexican-Americans living in Orange County, the closeness of the Mexican border is important. The geographic distance from Orange County to the Mexican border is only 87.3 miles (map quest.com). This closeness has a significant impact on the differences from the rest of U.S. counties with high immigrant population. It keeps a transitional mentality in which "going back home" is a very strong inclination. Once a temporary mentality is set, the interest in getting to know and understand the main culture, values and customs becomes secondary (Mendoza, 1998).

The closeness of the border may also impact the constant and significant influx of new immigrants. According to research, Mexican-Americans are the most rapidly growing ethnic group in the U.S. (Dumka & Roosa, 1997). It is estimated that by the year 2020, 43% of the county's population is going to be Hispanic (Focus Orange

County Just the Fact). A high number of Hispanics come from small rural towns and Agrarian backgrounds. This influx creates a pool of individuals at different acculturation levels that contribute to the high heterogeneity among Mexican-Americans residence in the area (Perilla, 1999; Mendoza).

The population in Orange County is also recognized for the spatial segregation in which the Mexican-American community lives. They often live in "Barrios" where the usage of English is limited because services are provided in Spanish. In these closed communities, a very strong identity with the Mexican culture is maintained (De Anda, 1984). This phenomenon has a unique historical background because California was part of Mexico until 1848 (Nation of Nations). Due to this territorial loss, the residents of the area were forced into racial segregation; therefore, creating resistance to acculturate. Due to all of these unsteady immigration patterns in the Mexican-American communities of Orange County, it was very important to identify the subject's level of acculturation.

From a Social Work perspective, a person should be considered in the context of their reality (Brenner & Fox, 1999). Recent discussion of ethnic minority families

identifies that parents adapt their socialization practices in response to social culture variations. In immigrant groups, acculturation pressures represent a major source of change (Harrison, Wilson, Pine, Chart and Buriel 1990:Lean and Fu, 1990).

The Mexican contextual framework that influences the predominant authoritative parenting style are the political, social, historical, economic, and spiritual realities in which Mexican families have been raised (Perilla, 1999). Parenting styles are strategies based on the distribution of power to structure the parent-child relationship (Rudy, 1999). Politically, the Mexican government, regardless of having multiple parties for the last fifty years, has only been ruled by one. This is definitely an authoritative government style.

Socially, a strong cast system that existed up until 1910 restricted property ownership to certain privileged social members (World Book Encyclopedia). Currently, one of the reasons for the presence of Ejercito Zapatista de Liberacion National (EZLN), in Chiapas, is to fight for a fairer distribution of social privileges. This is also an example of the Mexican social authoritative system.

Individuals whose main purpose was to use human and environmental resources to enrich themselves colonized Mexico. In contrast, the American conquest was done by individuals who were educated and in search for freedom and a place to establish their home (Barajas, 1995).

Historically, the colonizers colonized the dichotomous feeling of oppressor and oppressed, strongly rooting the authoritative style. Californios suffered the same oppression with the American expansion (Manifest Destiny).

Economically, Mexico's eighty-percent of wealth is controlled by five percent of the population (INEJI), presenting yet another hierarchical system. One in ten Latino children live in "severely distressed neighborhoods" compared to one in three non-Hispanic white children. The economic relationship system, based on the dynamics of superior/inferior, also reinforces an authoritative relationship for the Mexican-American families.

The spirituality socialization process that Mexicans underwent is also based on an authoritative system. The lives of Indians were threatened if they did not accept Catholicism. Furthermore, priests as a cleansing or penance way to control deviant impulses until the 1960s (personal

interview, Diego Vazquez) used self-imposed physical punishment.

The strong relationship between the individual and the environment in which they live has been documented; therefore, it is no surprise that immigrant families have brought with them the authoritative mentality. This authoritative mentality places a double bind. One, they establish their families within this system that highly contradicts the American style (Korbin, 1980); placing them in danger of getting in trouble with the law and having their children removed from what is identified as an abusive environment. Or two, they are conditioned to live in an authoritative system in which there is a rigid chain of command; placing them in danger of being taken advantage of because no questioning of authority is allowed.

Living in an authoritative reality, Mexican families' primary parenting style is also authoritative (Tan, 1991; Sachs & Armstrong, 1992; Buriel, 1993; Perilla, 1999). In the family context, an authoritative parenting style is a strongly based hierarchical structure in which the father occupies the highest power position. Parenting style is defined as a stable complex of expected attitudes and beliefs. In this context, parenting practices occur having

a reciprocal determinism in the child's behavior (Brenner & Fox, 1999). Mexican-American parents are stricter and more controlling with their children. They base their children's performance on a system of success or failure (Buriel, 1993).

The discipline method is based on the utilization of corporal punishment, which in turn is correlated with being a good parent (physical punishment does not include broken bones or major injuries) (Perilla, 1999). These disciplinary practices appear to be intrinsically connected with biblical scriptures and traditional parenting practices. In view of all the interrelationship of systems, it was important to consider the parenting style as a possible precursor of unintentional acts that are being interpreted as child abuse.

In the United States, because of different value systems and goals, the authoritative parenting style is viewed as ineffective. Diana Baumrid defines authoritative parenting style as less effective because it orientates to model the child's behavior with external consequences. She also claims that authoritative parents have a more negative view of their children, are angrier after a child transgression, and are more interested in achieving

immediate obedience (Rudy, 1999). However, for parents that have been socialized since infancy in the authoritative model (Perilla, 1999), the meaning of being a child or a parent is different. Due to the lack of association with negative parenting cognition and effects with the authoritative style, they fail to see this as a deviation or transgression to their children (Rudy, 1991). This was a gap of information identified by this study that may be fostering an excessive number of child abuse reports.

In this study, the possible relationship between stress and the number of child protective services interventions was examined. Stress in general has been extensively associated with child abuse (Horejsi & Craig, 1992; Levendoski & Graham, 1998; Brenner & Fox 1999; Perilla, 1994). However, Mexican-Americans' stress may be higher since they confront stresses that are not typical of the mainstream population.

There are several issues that Mexican-Americans experience that may add to their stress level. The high number of families and individuals living under the poverty line is definitively a stress that this community confronts. According to Dr. Richard Mendoza, a well-known

researcher and expert in Mexican-Americans, this population is seen as being lazy. This stereotype is not confirmed by empirical data. The median family income for a Mexican family is \$25,064 while a non-Hispanic is \$36,026, despite the fact that the average work week is 6.5 days for Mexicans and 5.5 for non-Hispanic. From the 2.6 million Mexicans that recently immigrated from the 1986 IRCA amnesty program, 80% of them have two jobs (INS statistics). The income sent to Mexico by Mexican-Americans is greater than the total revenue produced by tourism in Mexico. An especially high number of first generation Mexican-Americans are the stronger economic support for their extended families that live in Mexico.

The mean age of the Latino population is 26, which accounts for 48% of this population. This composition is considerably lower than that of the mainstream population. This translates into a higher number of taxpayers due to more working age individuals. Only 16% of Latinos receive AFDC, while 40% of their children live below the poverty line (Zombrana & Thorington, 1998). One in five (22%) Mexican households are female-headed families, compared with one in ten for non-Hispanics. Social workers, when working in this area, face the challenge of serving a

community that is struggling with meeting basic needs. Due to this struggle and the frustration that accompanies it, the risk of aggressive expression increases the risk of child maltreatment. Because it forces the parents to devote higher time and energy in day to day survival tasks (Horesji & Craig, 1992). Poor people, in general, have very little margin for irresponsibility or mismanagement of time or money (Tan, 1991).

When social workers deal with clientele below the poverty line, they experience a higher level of professional stress because of the challenge that working with a very needy population presents (Grant & Gutierrez, 1996). A historical trend that may influence the level of stress experienced by Mexicans is the "Blaming the Victim" societal mentality (Tan, 1991).

The stress Mexican-American families' face appear to be significantly different. They not only encounter the intergenerational struggle, but also an intercultural challenge. Intercultural stress begins with the pressure that American society exhorts on families to value autonomy and individualism over interdependence and collectivism (Gudykunst, 1995). The switch to an American value system depletes the most well-known stress coping-mechanism for

Mexican-Americans, mutuality (Sage Publications, 1999).

These families primarily rely on family members for emotional support and instrumental assistance. The lack of this support increases the incidence of child abuse (Valenzuela, 1999). The absence of new coping skills may create a higher vulnerability to child maltreatment.

There has been a strong relationship between inconsistent discipline and parenting functioning (Dumka & Roosa, 1997). In this community, as the main coping mechanism mutualism fails, the ability to cope with stress decreases, creating a lower parenting function that increases inconsistent discipline. Consequently, this may increase the risk of child maltreatment and the perception of little control over the family (Dumka & Stoerzinger, 1996). The lack of coping skills is one of the reasons for extra stress on Mexican-Americans. The social worker intervention can be geared towards introducing the client to new coping mechanisms that can replace the one that due to migration is becoming extinct.

Another intercultural stress is the clear gender role definition that most Mexican-American families appear to hold. In the Mexican culture, gender roles are clearly defined because there is a clear expectation for each

gender. The male is raised to be the authority, the provider, and the protector who must be well taken care of. In contrast, the gender role of the female is to be abnegated, submissive, interceder, the one that places the well being of others above hers, the one that holds the family together, and the one in charge of child rearing (Perilla, 1999). These role imprints are challenged in an environment in which role expectations are not well defined and encompass a large number of shared expectations.

To complicate things even more, the expected children roles are also affected. The high incidence of monolingual households among the Mexican-Americans, approximately 24% or one in four, creates a role burden on children (Zombrana & Dorrington, 1998). The roles they may assume are the following: the translator, the advocate, and the surrogate parent. The translator functions as a teacher for the parent and younger siblings. The advocate mediates and intervenes as needed to deal with the systems outside, difficult transactions that non-Hispanic parents will never involve their children. Finally, the surrogate parent who is forced into many parent-like responsibilities (Valenzuela, 1999).

Another stress that affects Mexican-American children seems to be the repetitive geographical allocation encountered as the population struggles for job opportunities. This is significant in the context that in Mexico it is very common that a family never in their lives, or even for several generations, move to another house. This gives a sense of stability and permanency that children living in the United States lack. Also, a high number of shared households are needed in order to survive, but most of the times the sharing families are not related. Santa Ana housing department recognizes this as a problem in the area.

The high incidence of domestic violence in the Mexican-American community is another intercultural element that also seems to increase the need for child protective services intervention. Immigration status is also a significant stress that Mexican-Americans experience, and may be related to the number of suspected child abuse reports. Stress level has been identified as a high correlating variable to child abuse (Brenner & Fox, 1999). There are numerous anti-immigration cues observable in the level of services available for this population that produce stress. The constant fear of being separated from

loved ones and incarcerated also increases their stress level. Even though some of the family members have legal resident status, it may be that this is only a status held by part of the family.

All of the discussed stresses are related to the high incidence of child abuse reports. As previously identified by other studies, cross-cultural interaction increases the level of stress due to misunderstandings and misinterpretations by both the social worker and the parent (Horejsi & Craig, 1992). Therefore, in this study, stress level was included as one of the variables.

Throughout the literature review, cultural factors have been included. A lack of research in the relationship between cultural factors and parenting practices has been identified (Buriel, 1993). From the studies that have evaluated parent's acculturation, attitudes and practices, the results have been ambiguous (Dumka & Roosa, 1997). However, a relationship between the level of acculturation and the ability to follow U.S. laws has been established since it is part of the integrating process into the American institutions (Valenzuela, 1999).

One of the differences between acculturation from European Americans and Mexican-Americans, is that the

European-American culture has a high correlation with the values, belief, perceptions and norms of the American culture. On the other hand, the Hispanic culture is not considered as highly correlated to the American values, beliefs, and perceptions of norm (De Anda, 1984). These are important elements in the relationship to the acculturation process.

Three cultural scripts have been extensively identified. The machismo, exaggeration of males used to justify unequal power relations between male and female. Marrianism, a cultural script developed from the strong devotion to the virgin Mary Our Lady of Guadalupe, in which females should be abnegated, self sacrificed, passive and sexually pure (Mendoza). Finally, Respeto, the cultural script where authority is inherited by age or family role, and is absolute and unquestionable (Perilla, 1999). These three scripts present to Mexican-Americans a significant variable in the acculturation process. It needs to be noted that length of time in the country does not necessarily correlate to the level of acculturation (Dumka & Roosa, 1997).

There is no established correlation between the level of acculturation and the generation to which you belong.

First generation, those who are born in Mexico and immigrate to the U.S. Second generation, those who are born in U.S., but have parents who are born in Mexico. Third generation, those who's parents and themselves were born in U.S. (Buriel, Mercado, Rodriguez, and Chavez 1991). Mexican born parents generally have less education and lower family incomes than their U.S. born counterparts. At least two studies identify the importance that culture places on the family dynamics of child abuse. The first study claims that cultural elements are primarily etiologic actors in the maltreatment of migrant children (Tan, 1991). The other study states that the higher the degree of interaction with the majority culture, the more likely the parenting style will resemble the host culture (Dumka & Roosa, 1997). Due to the exploratory nature of the study, the acculturation level was introduced as one of the variables in order to see if any correlation was identified.

Throughout the analysis of the literature review, the parenting style, level of acculturation and incidence of stress, were explored in order to identify the likelihood of intervention by child protective services. There were additional concerns of whether reports of child abuse were related more to the lack of information about American

parenting rules rather than intentionally abusive behavior. Due to this concern, the questionnaire included questions regarding the level of knowledge of child abuse laws and the vehicle through which Mexican-Americans learned what they knew. There were some problems when dealing with the understanding of child abuse laws. These included the vagueness of the terminology used when describing child abuse laws, and the lack of specific parental behaviors or conditions that could be tied to potentially harmful child rearing practices (Besharov & Laumann, 1996).

CHAPTER TWO

RESEARCH DESIGN AND METHODS

The purpose of this study was to establish whether there is a relationship between parents' acculturation level, their parenting styles, stress level and the prevalence of child abuse reports made among the Mexican-American population in Orange County. Another concern was whether reports of child abuse were related more to the lack of information about American parenting rules, rather than intentionally abusive behavior.

A Post-Positivist paradigm was used in this study. A qualitative research design was used as well. Mexican parents from different locations in Orange County participated in the study. To obtain a well-balanced sample of parents with different levels of acculturation and different levels of economic achievement, data was collected from three different sites. The purpose of selecting three different groups was to establish whether there are significant differences within these groups of Mexicans. The first site was a Catholic Church in a typical Mexican-American Barrio. The second site was a generated list of individuals whose life-style appears to

be from middle class. The third site was from a farmer seasonal field.

In the seasonal field, the expectation was to find subjects from the lowest social status. Farmers most of the time are temporary workers, with temporary immigration-status, constantly moving, and who probably have less opportunity to be influenced by American customs. This group was expected to exhibit the closest resemblance to the Mexican socialization patterns. From the Orange County Produce (farm field) employee list, every third name was picked and invited to participate in the study.

From the Saint Joseph's church site it was expected to invite subjects that work mostly in the service or manufacturing areas. These jobs tend to be more stable and workers are required to have more skills that resemble the mainstream lifestyle. Every tenth person that came out of a church activity was approached.

The names of at least forty individuals who were previously identified as affluent were randomly selected. The names of those who were invited to participate were placed in a hat and the first twenty were invited to fill out the surveys. Two sessions were scheduled at the

convenience of the subjects, in the church, to fill out the questionnaires.

Instruments used in the study included an acculturation scale, a self-assess parenting style scale, a stress questionnaire, a child abuse knowledge questionnaire, and a socioeconomic demographic questionnaire. The researcher developed all of the instruments, and no validity or reliability can be reported. No instruments were found that were culturally sensitive to this population and that evaluated the areas covered in this study. However, the instruments were somewhat based on instruments already existent. The parenting style scale was somewhat based on the Parental Authority Questionnaire (PQA) that was developed by John R. Buri from the University of St. Thomas, and on the Questionnaire "Do You Recognize Your Parenting Style?" By Marie-Helen Goyette. The Acculturation Likert-type scale is somewhat based on the Acculturation Rating Scale-II (ARASMA-II) by Cuellar, Israel; Arnold, Bill, and the Dr. Richard Mendoza scale, "An Empirical scale to Measure Type and Degree of Acculturation in Mexican-American Adolescents and Adults." The stress questionnaire categories were somewhat based on the "Social Readjustment Rating Scale" by

Thomas Holmes and Richard Rahe, and on Dr. Tim Lowenstein "Life Stress Test." The child abuse knowledge questionnaire was not based on any instrument because no instruments that addressed this issue were found.

Existing research reviewed in the literature suggested that the predominant Mexican-Parenting style is authoritative. This style has been associated with parent-child rearing practices that may be identified as abusive. Also, research identified the level of stress as playing an important role in child abuse incidence. The Mexican-American community has peculiar stresses that influence the high incidence of child abuse reports. There is a lack of research that studies the relationship between parenting practices and the acculturation level; however, some studies were found, and researchers suggest the need to explore this relationship. There was a lack of significant research that describes how Mexican-Americans learn child abuse laws.

The interrelationship of these variables influences the high incidence of child abuse allegations made against the Mexican-American population. Therefore, this study's research questions were 1) Does the level of acculturation, degree of stress, parenting style, and child abuse

knowledge of subjects correlate with the number of interventions by child protective services? 2) An additional concern is whether reports of child abuse correlate with the lack of information about American parenting rules, rather than behavior which is intentionally abusive. 3) Are there significant differences among the three Mexican-American sub-groups? How do these differences or similarities influence the incidence of contacts with the Department of Children and Families Services, and the subjects' level of knowledge regarding child abuse and laws?

Participant Recruitment: Participants were selected randomly at three different sites. A person to person approach outside St. Joseph Catholic Church, Orange County Produce and St Joseph's Catholic School premises were used. Participants were Mexican-American adult parents of different ages and gender. There was no evidence of obvious mental or physical health issues.

Sampling: A non-probability sampling procedure was utilized. Convenience sampling was used. The selection sites were St. Joseph Catholic Church located in Santa Ana, California, Orange County Produce (seasonal field) located in Irvine, California. The third cluster of subjects was a

list generated by various members of the Santa Ana community. This procedure was followed due to the lack of a site in which middle class Mexican-Americans get together regularly. Subjects had different levels of acculturation and were representative of the Mexican Culture. Subjects were randomly selected through a random sampling procedure to eliminate any research bias. Subjects were given a copy of the consent and debriefing forms. Questions were read to them (if they needed assistance) in the language of their preference, either Spanish or English.

There were 90 subjects, thirty subjects from each group. They were invited to come to a table that had homemade cookies and beverages, to be very sensitive to the cultural protocol. Participants received an explanation of the study and its purposes. They were asked to check and date the consent form to acknowledge their consent to participate and to assure that they received the information needed. To prevent any conflict on the subjects' immigration status and to ensure confidentiality, the name of the person who was completing the study instruments wasn't required.

Data Collection and Instruments: Written consent from sites was previously obtained (see Appendix H and I).

Participants were asked to answer a survey, which consisted of parenting style and acculturation scales (see Appendix 4 & E); stress and child abuse knowledge questionnaires (see Appendix F & G); a demographic questionnaire (see Appendix C); consent form (see Appendix A); and a debriefing statement (see Appendix B).

Huerta-Perales Parenting Style Scale: Huerta-Perales, P.R. (1999). Appendix (D). After an extensive revision of various parenting scales, there were no appropriate scales that self evaluated parenting styles. Therefore, this instrument is somewhat based on other scales. Other issues that were considered in the development of this instrument were cultural issues, specifically pertinent for Mexican-Americans living in Orange County, California. The scale was translated into Spanish and proofread for veracity by a Mexican psychologist, Diego Vazquez and social work student Augusto Minakata. Also, five parents took it and agreed that it was understandable, culturally sensitive, and that it accurately identified their parenting style.

The scale was based on the parenting style categorization by Diana Baumrid, authoritative, authoritarian and permissive. This scale is a ten-item Likert-type scale, plus two self-rating questions at the

end. The scale ranges from 1-5. In which 1=strongly agree, 2=agree, 3=neither agree nor disagree, 4=disagree, 5=strongly disagree. The questions intended for the subjects to self identify parenting practices that can indicate their parenting style as authoritarian, authoritative, or permissive.

In this questionnaire if questions 1,4,7,8,9,and 10 were answered in the direction of strongly agree, and questions 2,3,5,and 6 towards strongly disagree their parenting style was authoritative. If questions 2,5,and 6 were answered in the direction of strongly disagree, and 10 towards strongly agree their parenting style was authoritarian. If questions 1,4,7,8,and 9 were answered in the direction of strongly disagree, and 3 towards strongly agree their parenting style was permissive. The lack of reliability and validity were limitations for this scale. Cultural sensitivity was a strength of this scale.

The last question in this parenting section was a three part Likert-like question in which subjects self-identify their parenting practices. This information was utilized to determine which parenting style they thought they belong to.

Huerta-Perales Acculturation Scale for Mexican-Americans: Huerta-Perales, (1999). See Appendix (E). After consulting various acculturation scales, the construction of this instrument was somewhat reflective of them. This scale was translated in Spanish and proofread by Diego Vazquez, a Mexican psychologist who is not only fluent in the language, but also works regularly with research, and Augusto Minakata a Social Work student. Five parents completed this scale and agreed that it is understandable, easy to read, and it was reflective of what they considered the degree to which they relate or not to the American culture. It is a ten-item scale on a five point Likert-type scale. In the scale, 1=strongly agree, 2=agree, 3=neither agree nor disagree, 4=disagree, 5=strongly disagree.

An answer of strongly-agree in questions 1,5, and 6 identified the parent more with the traditional American culture, exhibiting a high level of acculturation. An answer of strongly-agree in questions 2,3,4,7,8,9,10, and 11 identify the parent more with traditional Mexican culture, exhibiting a low level of acculturation.

In answering yes in question 12 indicated low level of acculturation and answering no indicated high level of acculturation. The second part of this question is an open-

ended question to identify how lack of English skills affects subjects.

Question 13 evaluates the Mexican values of machismo, respeto and marianismo and its relationship with acculturation. This question is a 1 to 10 scale in which answering towards low numbers will indicate that subjects do not find these values as interfering with the acculturation process. If they answered towards high numbers the indication is that subjects find these values as interfering with the acculturation process.

Question 14 in the questionnaire was for parents to identify each son or daughter identity as perceived by them. They were asked to rate their children behaviors as geared towards the Mexican or the American culture.

Answering a (1), on the last question identified the parent's acculturation as low. Answering b (2), identified the parent's acculturation as high. Answering c (3), identified the parent's as taking the best from both cultures. A limitation of the scale was that there was no validity or reliability that could be claimed. This scale was designed specifically for Mexican-Americans, which was a strength since it was culturally sensitive to this population.

Huerta-Perales, Mexican-American Stress Scale: Huerta-Perales, P.R. (1999). See Attachment (F). There were no scales found that measure the level of stress that a parent experienced in Mexico compared with the level of stress experienced in United States. This scale was structured in a way that identified the parent's stress level in areas that have been documented as stressful in the United States, and if they were higher while they lived in Mexico than here in United States. The questionnaire was translated in Spanish and proofread for accuracy by psychologist, Diego Vasquez and Social Work student Augusto Minakata. Five parents answered the questions and agreed that the results correlated with how they perceived their stress level between when they were living in Mexico and now.

It is a twelve-item Likert-type scale. In the scale, the parents circled the answer that best described their experience. The choices were the following: much easier, easier, the same, harder, and much harder. Questions 1,3,6, and 10 if answered much easier indicated that they are less stressed here than in Mexico in that particular area. Questions 2,4,5,7,8, and 9 if answered much easier indicated that they were more stressed here than in Mexico

in that particular area. The weakness of this instrument was the lack of validity and reliability, and the lack of comparative instruments. The cultural sensitivity was a strength of this questionnaire.

Huerta-Perales Child Abuse Knowledge Questionnaire:

Huerta-Perales P.R. (1999). See Appendix (G). After an extensive search for questionnaires that measured parent's knowledge of child abuse laws and how they learn them, it was found that there were no appropriate instruments that could be administered to parents. The instrument was developed after examining all the child abuse laws and the different types of violations. This instrument is a multiple-choice questionnaire that contained seven questions in the first part with an identifiable correct answer if the parent was aware of the child abuse law.

Questions 1,3, and 4 were about physical abuse. The correct answers for numbers 1,3, and 4 were (c), (c), and (c) respectively. Questions 2 and 5 were about neglect. The correct answers for numbers 2 and 5 were (a) and (b) respectively. Question 6 was about sexual abuse. The correct answer for number 6 was (e). Question number 7 was about emotional abuse. The correct answer for number 7 was (d).

In the second part of the Child Abuse questionnaire, numbers 8 and 9 were Likert-like questions with a scale from 1 to 10. In this scale 1 described if this was their first time knowing of the existence of child abuse and its laws, and 10 described complete knowledge of child abuse and its laws and the consequences for infringing them.

Number 10 was a Multiple choice question to identify the source of information regarding child abuse laws.

Number 11 was a three part question in which information about contacts with the Department of Children and Family Services (name used in Orange County) was collected. Part A was a close question that inquired about the existence or lack of contacts with DCFS. Part B asked how many contacts with DCFS they had. Part C was an open-ended question that inquired about the reasons for the contact with DCFS.

Number 12 was an open ended question that required the parent's words to describe what is child abuse.

Number 13 was an open ended question that required the parent to describe their parents disciplinary practices as they grew up.

The socio-demographic questionnaire: See Appendix (C).

Parents who participated in the study were required to answer some socio-demographic questions.

Number 1) age, 2) generation status, 3) length of time in the country, 4) identify nationality, 5) occupation, 6) hours of work per week, 7) gender, 8) education, 9) if they have children, 10) how many children, 11) ages of the children, 12) family composition, 13) location of family, 14) household composition, 15) household income, 16) annual income.

Procedure: The data was gathered in three different sites. Saint Joseph Catholic Church in Santa Ana: In this site a complementary table was placed after group meetings. Every tenth person was invited to fill out the questionnaire. The Orange County Produce is an agricultural company that hires temporary farmers. From the employee pool, every third name was called into the table and invited to fill out the questionnaire. Goodies were offered to each participant in order to observe the cultural protocol. A list from different community members was put together with the names of those who were identified as middle class members. The names were placed in a hat, and

every other name was scheduled to attend a group appointment to fill out the questionnaire.

All participants received a copy of the informed consent form before filling out the survey (see Appendix A). The debriefing was given after filling out the questionnaire (see Appendix B). The estimated filling time was between 20 and 30 minutes. The questionnaires were distributed in the different sites, and were filled by the researcher when needed. Dr. Glicken was the reference in both the informed consent and debriefing form. The researcher trained other college students to assist in the recollection of data. At least two individuals per site were delivering and assisting in the study process.

Protection of Human Subjects: To protect confidentiality and anonymity of participants, the names and addresses were not requested in any part of the questionnaires. This preventive measure affirmed that none of the participant's names would be identified. The access of completed surveys was and is limited to the researchers only. Participants were required to complete Appendix C, D, E, F, and G. Also, they received the informed consent and debriefing statements (See Appendix A & B). Participants

were informed of their rights in writing and verbally by the person who assisted in the process.

Data Analysis: This was an exploratory study in which associations and relationships between variables were looked at. A post-positivist approach was used. It was a qualitative study. Once the data was collected chi-squares, frequencies, and correlations were ran to identify associations and relationships between variables and what type.

CHAPTER THREE

RESULTS

Results for Huerta-Perales Socio-Demographic Questionnaire:

Table 1. Age

Group	Results
Agriculture	22 less than 30 years
Church	16 between 20 and 30 years
Affluent	20 between 41 and 55 years

Table 2. Generation in Relation to Mexican Heritage

Group	Results
Agriculture	28 immigrated as adults
Church	22 immigrated as adults
Affluent	21 born in the U.S.

Table 3. Time lived in the U.S

Group	Results
Agriculture	19 0 to 3 years
Church	17 1 to 7 years
Affluent	29 15 years or more

Table 4. Nationality Identification as the Perceive it

Group	Results
Agriculture	30 Primarily Mexican
Church	26 Primarily Mexican
Affluent	12 Mexican-American

Graph 1. Occupation

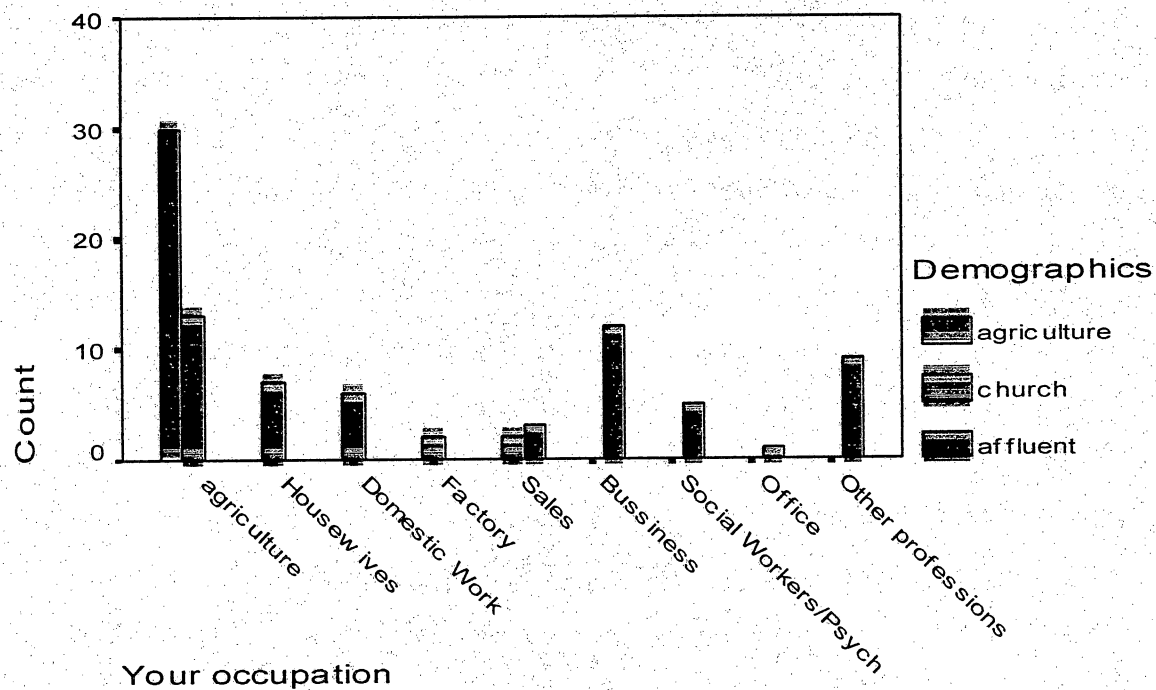


Table 5. Employment Hours

Group	Results
Agriculture	29 work 40 to 50 hours
Church	22 work 40 to 50 hours
Affluent	25 work 40 to 50 hours

Table 6. Sex

Group	Results
Agriculture	12 males and 18 females
Church	9 males and 16 females
Affluent	19 males and 11 females

Table 7. Level of Education

Group	Results
Agriculture	11 never attended school 19 elementary school only
Church	7 never attended school 24 between 1st and 12 grade
Affluent	27 between high school and Doctorate degree

Children

All participants have at least 1 child. Agriculture and Church sub-groups have more children per family than the affluent group.

Table 8. Family Type

Group	Results
Agriculture	22 currently live in two parent family
Church	18 currently live in two parent family
Affluent	13 live in blended family

Table 9. Living Arrangements

Group	Results
Agriculture	20 have no family in U.S.
Church	10 have no family in U.S.
Affluent	30 have immediate and Extended family in U.S.

Table 10. Present Household Composition

Group	Results
Agriculture	13 live with two non-relative families
Church	10 live with one non-relative family
Affluent	23 live only with their immediate family

Table 11. Annual Household Income

Group	Results
Agriculture	16 between 10,000 20,000
Church	17 under 10,000
Affluent	26 over 50,001

Results for Huerta-Perales Parenting Style Scale:

In this questionnaire there are ten questions in which parents self-reported their parenting behaviors to identify authoritative, authoritarian or permissive styles utilizing Diana Baumrid's parenting style sub-categorization. There is one last question in which participants self-reported what they perceived as their parenting style.

Table 12. Responsible for directing minor's behavior

Question	Group
Responsible directing minor's behavior	Agriculture 30 yes
	Church 23 yes
	Affluent 11 no
Pearson Chi-square .000	

Table 13. Set child rearing standards

Question	Group
Set child's rearing standards	Agriculture 22 yes
	Church 21 yes
	Affluent 0 yes
Pearson Chi-square .000	

Table 14. Allow children to form their own beliefs

Question	Group
Allow children to form their own beliefs	Agriculture 25 disagree
	Church 18 disagree
	Affluent 2 disagree
Pearson Chi-square .000	

Table 15. Set children's behavior expectations

Question	Group
Set children's behavior expectations	Agriculture 8 yes
	Church 26 yes
	Affluent 17 yes
Pearson Chi-square .000	

Table 16. Discussing parent's mistakes with their children

Question	Group
Discussing parents' mistakes with their children	Agriculture 22 no
	Church 20 no
	Affluent 30 yes
Pearson Chi-square .000	

Table 17. Apologize to children when needed

Question	Group
Apologize to children when needed	Agriculture 22 no
	Church 20 no
	Affluent 27 yes

Pearson Chi-square	.000	
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Table 18. More strict than other parents

Question	Results
More strict than other parents	Agriculture 20 yes
	Church 27 yes
	Affluent 9 yes
Pearson Chi-square	.001

Table 19. Being a permissive parent

Question	Group
Being a permissive parent leads to have child rearing problems	Agriculture 28 yes
	Church 23 yes
	Affluent 11 no
Pearson Chi-square	.000

Table 20. Parents have enough authority

Question	Group
Parents have enough authority to educate their children	Agriculture 25 no
	Church 30 no
	Affluent 9 no
Pearson Chi-square	.000

Question # 14 asked subjects to identify parenting practices that described the answer that best matched their parenting style. The results from the agriculture sub-group were: 19 out of 30 identified themselves with parenting practices that corresponded to authoritative behaviors and values while 6 permissive, and 5 authoritarian. The results from the church sub-group were, 16 out of 30 identified

themselves to have authoritative behaviors and values while 6 permissive, and 8 authoritarian. The results from the affluent sub-group were, 4 out of 30 identified themselves as authoritative, while 8 permissive and 18 authoritarian. The Pearson Chi-square for this question when comparing sub-group answers was .001.

Note: Pearson Chi-Square results are the differences when comparing sub-groups responses.

Overall, considering every answer from the questionnaire, the sub-group parenting behavior style using Diana Baumrid's categories falls as follows.

Table 21. Parenting style

Style	Agriculture	Church	Affluent
Authoritative	20	17	1
Authoritarian	6	7	20
Permissive	4	6	9

Results for Huerta-Perales Acculturation Scale: In this questionnaire eleven questions pertain to level of acculturation.

Note: Pearson Chi-square are the differences when comparing sub-groups responses.

Table 22. Speak more English than Spanish

Question	Group
Speak more English than Spanish	Agri. 26 Low acculturated Church 30 Low acculturated Affluent 20 High acculturated
Pearson Chi-square .000	

Table 23. Listen to Spanish music

Question	Group
Listen to Spanish music regularly	Agri. 28 Low acculturated Church 30 Low acculturated Affluent 20 High acculturated
Pearson Chi-square .000	

Table 24. Think in Spanish first

Question	Group
Think in Spanish and translate in English	Agri. 30 Low acculturated Church 30 Low acculturated Affluent 27 High acculturated
Pearson Chi-square .000	

Table 25. Use phrases or sayings from Mexico

Question	Group
Use phrases or sayings from Mexico	Agri. 29 Low acculturated Church 29 Low acculturated

	Affluent 26 High acculturated
Pearson Chi-square	.000

Table 26. The primary language used with children

Question	Group
The primary language used with children is English	Agri 27 Low acculturated Church 30 Low acculturated Affluent 24 High acculturated
Pearson Chi-square	.000

Table 27. You see your identity as Mexican or American

Question	Group
You see your identity as Mexican or American	Agri. 30 Mexican Church 30 Mexican Affluent 24 Mexican-American
Pearson Chi-square	.000

Table 28. Eat traditional Mexican cuisine

Question	Group
Eat traditional Mexican Cuisine	Agri. 22 Low acculturated Church 30 Low acculturated Affluent 17 High acculturated
Pearson Chi-square	.001

Table 29. Celebrate Mexican heritage and traditions

Question	Group
Celebrate Heritage and Mexican traditions	Agri. 22 Low acculturated
	Church 18 Low acculturated
	Affluent 17 High acculturated
Pearson Chi-square .000	

Table 30. Social Relations

Question	Group
Social relationships from Mexicans or Americans	Agri. 30 Low acculturated
	Church 27 Low acculturated
	Affluent 7 High acculturated
Pearson Chi-square .000	

Table 31. Use Mexican traditional remedies

Question	Group
Cure yourself and family with Mexican traditional remedies	Agri. 30 Low acculturated
	Church 17 Low acculturated
	Affluent 18 High acculturated
Pearson Chi-square .000	

Table 32. People from church are Mexicans or Americans

Question	Group
People you associate in church are Mexicans or Americans	Agri. 29 Low acculturated
	Church 30 Low

	acculturated Affluent 14 High acculturated
Pearson Chi-square	.001

English language is a barrier for you, why?

Agricultural: 21 out of 30 answered yes. 9 out of the 30 reported that English prevent them from participating in their children's life. 8 out of 30 reported that English prevent them from advancing in their work.

Church: 30 out of 30 answered yes. 17 out of 30 reported that English prevent them from participating in their children's life. 15 out of 30 reported that English prevent them from communicating with English speaking individuals. 6 out of 30 reported that they were discriminated for not speaking English.

Affluent: 30 out of 30 answered no. Pearson Chi-square .000

Participants were asked how Machismo, Respeto, and Marianismo, which are intrinsic Mexican values, affect the acculturation process.

Machismo: Agricultural: 11 out of 30 does not affect, and 16 out of 30 affects somewhat. Church: 11 out of 30 does not affect, and 13 out of 30 are affected. Affluent:

20 out of 30 does not affect, and 8 out of 30 affects somewhat. Machismo Chi-square of .000.

Respeto: Agricultural: 12 out of 30 does not affect, 6 out of 30 affects somewhat, and 12 out of 30 neither affects nor benefits. Church: 9 out of 30 does not affect, 6 out of 30 affects somewhat, and 12 out of 30 are affected. Affluent: 27 out of 30 does not affect, and 3 out of 30 affects somewhat. Respeto Chi-square of .001

Marianismo: Agricultural: 11 out of 30 does not affect, and 18 out of 30 neither affects nor benefits. Church: 18 out of 30 does not affect at all and 6 out of 30 affects somewhat. Affluent: 28 out of 30 does not affect at all: Marianismo Chi-square of .001

In this question parents were asked to evaluate their overall children behaviors as resembled the Mexican or American Culture.

Table 33. Offspring Acculturation Parental Identification

	AFFLUENT	CHURCH	AGRICULTURE
1 st BORN	Mexican 4 American 26	Mexican 24 American 6	Mexican 21 American 9
2 nd BORN	Mexican 1 American 22	Mexican 21 American 3	Mexican 13 American 11
3 rd BORN	Mexican American 10	Mexican 14 American 4	Mexican 10 American 7

4 th BORN	American 4	Mexican 4 American 4	Mexican 5 American 4
5 th BORN	American 2	Mexican 3 American 1	Mexican 1 American 5
6 th BORN	American 1	Mexican 2	American 2
7 th BORN		Mexican 2	

In the last question, parents' chose which answer resembled more their lifestyle. Agricultural: 28 out of 30 chose the answer that corresponded to low level of acculturation. Church: 20 out of 30 towards low level of acculturation, and 9 out of 30 chose the answer that correspond to getting the best out of both cultures. Affluent: 14 of out 30 towards high level of acculturation, and 14 out of 30 chose the answer that corresponded to getting the best out of both cultures.

Results for Huerta-Perales Mexican-American Stress Scale:

This questionnaire contains questions that compared the level of stress in Mexico as opposed to United States, and the participant's *current* stress and happiness level.

Table 34. Raising children in Mexico

Question	Group
Raising children in Mexico	Agriculture 23 much easier
	Church 13 much easier
	Affluent 27 much easier

Pearson Chi-square	.000
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Table 35. Dealing with everyday family problems

Question	Group
Dealing with everyday family problems in U.S.	Agriculture not significant Church 21 much harder Affluent 26 much easier
Pearson Chi-square	.000

Table 36. Maintaining family values

Question	Group
Maintaining family values in Mexico	Agriculture 21 much easier Church Not significant Affluent 15 harder 13 same
Pearson Chi-square	.000

Table 37. Having good friendships

Question	Group
Having good friendships in Mexico	Agriculture Not Significant Church Not significant Affluent 23 same
Pearson Chi-square	.000

Table 38. Obeying the Law

Question	Group
Obeying the Law in U.S.	Agriculture 28 much harder Church 10 harder Affluent 24 much easier
Pearson Chi-square	.000

Table 39. Having family activities

Question	Group
Having family activities and entertainment in Mexico	Agriculture 30 much easier
	Church 13 much easier
	Affluent 11 easier
	10 same
Pearson Chi-square .000	

Table 40. Overall General life satisfaction

Question	Group
Overall general life satisfaction in U.S.	Agriculture 17 much sadder
	Church 14 sadder
	Affluent 26 much happier
Pearson Chi-square .000	

Next questions from Stress Questionnaire:

Participants from the agricultural group reported their current happiness level as follow: 16 out of 30 answered that they presently they feel sad and 7 out of 30 answered neither sad nor happy. Participants current stress level was reported as: 11 out of 30 claimed being significantly stressed, while 8 out of 30 very stressed. Pearson Chi-square .004.

Participants from the church group reported their current happiness level as follows: 9 out of 30 reported being sad, and 7 out of 30 very sad. Participants current stress level reported that 13 out of 30 rated their present

stress level as neither stressed or not stressed. Pearson chi-square .004.

Participant from the affluent group reported their current happiness level as follows: 12 out of 30 reported their present emotional state as happy and 7 out of 30 very happy. 12 out of 30 rated their present stress level as low, while 9 out of 30 rated themselves as neither not stressed nor stressed. Pearson Chi-square .004.

Results for Huerta-Perales Child Abuse Knowledge Questionnaire:

Table 41. Physical Abuse Questions

Question	Group
Is against the Law hitting a minor with an object	Agri. 18 is not 5 if leave mark Church 18 is not Affluent 13 it is 14 if leave mark
Pearson Chi-square .000	
Question	Group
Parent can lose custody if minor presents physical abuse injuries	Agri. 14 cannot 11 only if injuries are serious Church 15 cannot Affluent 21 only if Injuries are Caused Non- accidentally
Pearson Chi-square .000	

Table 42. Neglect Questions

Question	Group
Leaving a minor without adult supervision is against the Law	Agri. 6 only if gets hurt 15 not against Law Church 13 not against Law 9 against Law Affluent 25 against the Law
Pearson chi-square .000	
Question	Group
Not meeting children basic needs and school attendance is against the Law	Agri. 14 no due to Parental rights Church 10 no due to Parental rights Affluent 23 yes can lose Custody
Pearson Chi-square .001	

Table 43. Emotional Abuse

Question	Group
Constant verbal intimidation and/or threatening is a form of Child Abuse	Agri. 20 no due to Parental rights Church No significance Affluent 22 yes is abuse
Pearson Chi-square .001	

Table 44. General Child Abuse

Question	Group
Serving jail time can be consequence if found guilty of Child Abuse	Agri. 11 no Church No significance Affluent 19 yes
Pearson Chi-square .005	
Question	Group
Rate you knowledge of Child Abuse	Agri. 18 first time or little Knowledge Church 19 first time or little knowledge

	Affluent 10 knowledgeable 8 some knowledge 8 know all
Pearson Chi-square .000	

Table 45. Child Abuse Laws

Question	Group
Level of awareness of Child Abuse Laws	Agri. 21 first time or little knowledge Church 18 first time or little knowledge Affluent 15 some knowledge 7 Knowledgeable
Pearson Chi-square .000	
Question	Group
You hear or learn about Child Abuse Laws	Agri. 18 from Media 7 during CHA report Church 14 from Media 10 during CHA report Affluent 20 school 8 friends, family
Pearson Chi-square .001	
Question	Group
Number of contacts with Department of Children and Family Services	Agri. 8 At least one Church 7 At least one Affluent 1 At least one
Question	Group
Type of allegation of the report	Agri. 8 physical abuse Church 4 physical abuse 2 sexual abuse 1 neglect Affluent 1 physical abuse

On # 14 open ended question. Agriculture sub-group: 13 out of 30 defined child abuse as parental punishment

inflicted when the minor does not deserve it. While 8 out of 30 reported child abuse to be when a parent hurts a minor. Church sub-group: 15 out of 30 identified child abuse as punishment behaviors inflicted by a parent when minor does not deserve it. Affluent sub-group: 10 out of 30 identified child abuse as any act that hurts the minor, and 9 out of 30 identified abuse as any action that disregards the minors' rights.

On # 15 open ended question. Agriculture sub-group: 27 out of 30 subjects reported that they grew up with parenting discipline behaviors that are considered by DCFS standards as abusive and 11 out of 30 reported parenting practices that can be defined as severe abuse. Church sub-group: 16 out of 30 reported behaviors that correspond to severe physical abuse by DCFS criteria. Affluent sub-group: 10 out of 30 grew up with low physical punishment, while 9 out of 30 grew up with consequences and negotiation as their parents primary parenting style.

CHAPTER FOUR

DISCUSSION

DISCUSSION FOR HUERTA-PERALES SOCIO-DEMOGRAPHIC

QUESTIONNAIRE: The socio-demographic questionnaire in this study intended to provide individual and family lifestyle information, as well as identify differences and similarities among families within Mexican sub-groups. This study was also looking to identify if Mexican sub-group lifestyles could be an issue that affect the occurrence of child abuse.

The analysis of this questionnaire reported significant differences that can be distinguished within the sub-groups lifestyles.

When comparing the answers from each group, fourteen out of the fifteen questions reported a Pearson-chi-square level of significance between .000 and .005, which supports the high level of differences.

Results from the age differences among the sub-groups supported the trend that younger individuals tend to have more incidents of DCFS interventions. 73.3% of the agricultural group are between the ages of 20 and 30. This group reported to have the highest number of child abuse reports, 8 out of 30. 60% of the church group is between

the age of 30 and 35 with 7 out of 30 reporting having contact with DCFS. In contrast, 66.7% of the affluent group are between the ages of 41 and 55, and only 1 out of 30 reported having a contact with DCFS.

A result from the level of education also identifies a significant difference among the sub-groups. 100% of the agricultural group have between 0 and 6th grade elementary education, 11 of this group have not attended school at all. Out of the church group, 63.3% reported to have between 0 and 8th grade junior high education, with 7 never attending school. 66.7% of the affluent group have between Bachelors and Doctorate degrees with the remaining 33.3% having completed between 6th grade and high school.

The demographic question in which respondents identify their family type noted that 73.3% 22 out of 30 of the agricultural group is living in two-parent families, and 60% of the church group 18 out of 30 living in two parent families. Results from types of families among the sub-groups supports the trend that lower levels of cultural immersion will correspond to higher levels of traditional family structures. On the contrary, only 30% 9 out of 30 of the affluent group reported having two parent families, and

43.3% 13 out of 30 reported being part of blended families which resembles the main stream society family type.

The household composition results indicated significant differences among the sub-groups. This reflects different lifestyles. It has been documented that the Mexican population lives in highly populated inner city pockets in order to survive. This phenomenon appears to be linked to spatial isolation that was used during racial segregation. The data from this study supports the information provided by the Social Services Agency Client Profile in which inner city highly populated areas have the highest percentage of child-abuse reports. However, this information cannot provide cause and effect relationships. It is only a trend that seems to be true. 56.6% 17 out of 30 of the agricultural group reported living with one or two non-related families. 50% 15 out of 30 of the church group also reported living with one or two non-related families. On the other hand, 76.6% of the affluent group reported 22 out of 30 living only with immediate family and 23.3% 7 out of 30 reported living with immediate and extended family. These results identify significant differences within the Mexican lifestyle sub-groups.

For the question in which subjects reported to what generation of immigrants they belong, 100% of the agriculture group responded that they were born in Mexico and 28 out of the 30 did not immigrate until adulthood. To add to this, in another question, this same group noted that 19 out of the 30 have lived in this country for less than three years. Both of the answers support the study expectation that with less time in the country and less contact with main stream society, the more lifestyles and behaviors resemble those of Mexico.

From the church sub-group, 100% were also born in Mexico, but 8 out of the 30 immigrated when they were minors. The time that they have lived in the U.S. is broken down as such: 17 out of the 30 have lived in the US between one and seven years and 12 out of the 30 between eight and fourteen years. The results are also congruent with expectations because this group scored lower than the agriculture group but higher than the affluent. This correlates the life style practices with the results of the study.

The affluent group noted that 26 out of the 30 were born in the U.S. and they belong to second, third, or fourth generation of Mexican immigrants.

When the groups were asked to identify their nationality, the results were also significantly different. The agriculture group considered themselves 100% Mexican. This number decreased for the church group by 30%, and the affluent group identified themselves more as American or Mexican-American. These differences are clearly established. What is interesting is the fact that, when analyzing the off-spring identity, the church group reported a significantly higher number of Mexicans within their children while the agriculture group identified significantly higher number of 'Americanized' children.

Considering the fact that a significant number of the agriculture group has been in the country for a short period of time, I assume that most of the minors that are exhibiting this mutation are born in Mexico. They are probably looking to fit into the American lifestyle or, because the parents are suffering a cultural crash, they interpret their children's behaviors as more Americanized. The researcher did not expect these results and further studies need to evaluate the significance or lack thereof for this sub-group.

DISCUSSION: HUERTA-PERALES PARENTING QUESTIONNAIRE:

The parenting style instrument by which this study was

conducted intended to evaluate whether or not a correlation between parenting style and incidence of child abuse reports in the Mexican community exists. It also looked to assess if parenting styles are similar or different within Mexican sub-groups and if the similarities or differences could be an issue that affects the occurrence of child abuse.

The literature review identified the Mexican population as highly heterogeneous (Perilla,1999; Grant & Gutierrez,1996). The analysis of the results of the parenting style instrument supported this asseveration. Significant differences can be distinguished within the parenting styles of the Mexican community that participated in the study. When comparing the answers that intended to identify parenting practices, beliefs and attitudes from the three sub-groups, 10 out of the 14 questions reported a Pearson Chi-Square level of significance between .000 and .005 (specification of each question results in the tables)

The results of the parenting style questionnaire for the agriculture group corroborated the anticipated resemblance with the Mexican socialization patterns. This group highly identified themselves with attitudes and beliefs correspondent to the predominant authoritative

Mexican parenting style. In the study, 80% 24 out of 30 of the agriculture subject's parenting style concur with practices, attitudes and beliefs of an authoritative style as defined by Diana Baumrid.

The church group reported 63.3% 19 out of 30 of the parents exhibited parenting behaviors that are indicators of an authoritative parenting style, with a significant divergence of only 13.3% 4 out of 30 within the affluent group. The majority of affluent parents, 73.3% 22 out of 30, fall into the authoritarian category, which represents the practices, attitudes and believes of the main stream parenting style (as expected). These results identified significant differences within the Mexican parenting style sub-groups. If the Mexican sub-groups were evaluated as a whole in this study, ignoring the heterogeneous composite, the high number of opposite styles from each sub-group could have decreased the significance of the results (totals 47 authoritative, 33 authoritarian, 10 permissive). The significance of this statement is to point out, for future investigations, the importance of taking into consideration sub-groups when studying the Mexican population.

At a micro level, it seems important to consider differences when social workers conduct assessment interviews and develop case plans with members of this community. At a macro level, the development of programs and distribution of resources should also consider subgroup differences to better serve the population needs.

The agriculture group reported the highest number of child abuse reports (8 in a sample of 30) and also the highest number of parents with parenting practices identified as authoritative (24 of 30). A discipline method that is typical of this parenting style is corporal punishment (Perilla, 1999) and seven of the eight child abuse reports from this group are physical abuse allegations, which indicates a correlation. A relationship between authoritative parenting practices and what is identified as child abuse by the main stream society was documented in the literature review and is congruent with the parenting questionnaire results.

The relationship between the two variables appears to be influencing the incidence of child abuse and contacts with DCFS in these groups. A parallel declining trend between the three groups with respect to prevalence of authoritative parenting style and interventions of DCFS

also strengthen the correlation between both elements.

DISCUSSION: HUERTA-PERALES ACCULTURATION SCALE: The acculturation scale was the instrument utilized to find a possible correlation between the level of acculturation and incidences of what is defined by main stream society as child abuse. This instrument also identified if significant differences among the sub-groups within the Mexican community of Orange County, is or not an issue to be considered. Finally, it identified if the high incidence of child abuse reports could be linked to cultural practices or ways of interpreting parenting roles.

Researchers have extensively documented the differences in which cultures interpret parenting roles. In this study, the association between the level of acculturation and resemblance of the Mexican parenting style is corroborated by the data. The results from the parenting style and the level of acculturation present a parallel significance. As the group overall parenting style inclined towards the Mexican style, the acculturation level was lower. The levels of acculturation were significantly different from each other. However, the church and agriculture group results were not as drastically different as the affluent group.

Interesting results are also shown in both sub-groups that have high incidents of child abuse reports. Consequently, the parenting style, the level of acculturation, the number of child abuse reports, and all variables included in this study appeared to have a significant correlation between each other.

The sub-groups studied in Orange County are significantly different as demonstrated by seventeen out of the twenty-three Pearson chi-squares results of .000 and .005 (individual results provided in the tables). These differences support the research presented in the literature review in which the Mexican community is defined as highly heterogeneous.

The high incidents of psychological misdiagnoses in the Mexican-American population appear to be linked to cultural competency leading to interpret culturally different behaviors as Pathologies (Mendoza). Given the results that this study has presented, associations between what Mexicans perceive as legitimate educational concerns and expected parental roles can be misinterpreted by social workers and may assign dysfunction labels instead of taking an educational approach.

Further research is necessary in order to identify specific cultural aspects that need to be addressed. Furthermore, these cultural aspects should be included in a structural educational approach when dealing with child abuse practices that are not substantiated by a full array of secondary signs of abusive behavior.

The Mexican-American community needs to take responsibility for educating and developing programs that will teach less acculturated members the laws and regulations by which they are held liable. Since most of the subjects reported learning about the law through media, it is important to air Spanish educative programs that can increase the community's awareness of parenting alternatives that will not be harmful to minors and are congruent with main stream rules and regulations.

DISCUSSION: HUERTA-PERALES MEXICAN-AMERICAN STRESS SCALE:

Stress in general has been extensively associated with child abuse (Horjesi & Craig, Levendoski & Graham, Brenner & Fox, and Perilla). Based on the results of the Huerta-Perales Mexican-American Scale questionnaire, the parents from the agriculture sub-group reported to be experiencing higher levels of stress in United States when compared to Mexico. 63.3% of the subjects scored within high stress

levels. The majority of the group scored higher in stress on the questions that pertain to preserving family values.

The information also correlates with high scores on lacking a family support system. This is of particular importance because the literature review identified the Mexican society as predominantly collectivistic (Gudykunst). In this type of society, the well being of the family takes precedence over the individual good and the main support system is the immediate and the extended family. Therefore, the fact that the agriculture group scored high in stress can be related to the absence of their families. The agriculture group rated their emotional state as either sad or very sad. The only inference that can be drawn by the results of this questionnaire is that, for different reasons, this group's well being is impacted negatively with immigration. It also appears to indicate that there is a significant difference between the sub-groups. However, because most of the affluent parents have not lived in Mexico, this is an invalid statement and a weakness of the study.

The church results are more evenly distributed and even though the trend is also towards high levels of

stress, some of the members have never lived in Mexico and this can be contaminating the results.

The affluent group reported low levels of stress. But as mentioned before, the fact that most parents do not have the experience of living in Mexico there is no valid comparison level. This was a situation not considered in the formulation of the questionnaire and it came up as the results were evaluated. This group scored towards feeling happier than the rest of the sub-groups from the questions that were not comparing the stress levels from Mexico and the U.S.

DISCUSSION: CHILD ABUSE KNOWLEDGE QUESTIONNAIRE: The research questions concerning this section looked to evaluate whether a relationship exists between reports of child abuse and the amount of information about American parenting rules. The study also looked to assess if there are differences among the three sub-groups knowledge on identifying child abuse and laws, and possible correlation with DCFS interventions. There is a lack of research that links these variables and studies their relationship.

The results of chi-squares when looking into significant differences among the answers of the three sub-groups range from .000 to .005 in 11 out of 15 questions of

the questionnaire (individual results provided in the tables).

The results from the agriculture group are very disturbing. The percentage of parents that failed to recognize child abuse as such, in all the questions except the one that pertains to sexual abuse, range from 50% to 70%. Not only that, they chose parental rights as the rationale of why the described behaviors are not abusive. 90% of the participants described growing up with disciplinary practices that are considered as child-abuse by American standards, and 36.7% described behaviors that fall under severe abuse.

A high number claimed to deserve the treatment and that it was a legitimate parental reprimand. As stated in the literature review, socialization provides the framework to interpretation and understanding of life issues and reality. The answers provided by this group, indicates that the socialization process with regards to child abuse has not been successful at all. The small number of parents who were able to recognize abusive behaviors did not indicate the legitimate reason of why the behavior is abusive. From this questionnaire, only 9% of the questions were answered correctly. Another meaningful result is the lack of

connecting child abusive behaviors with criminal and legal consequences.

The interrelationship of these findings tend to correlate the lack of information of what constitutes child abuse and the lack of awareness of consequences as a possible determinant to the high incidence of child abuse reports in this agriculture Mexican sub-group.

When respondents reported where they had learned about child abuse laws, 83.3% stated through the media or when an investigation of a child abuse allegation is conducted. Neither resource should be the primary socializing tool in such an important subject. The community needs to be involved in providing programs and information to increase the awareness of this sub-group. The Social Work field, when approaching individuals from these groups, should be aware of the limitations and take an educative approach.

The church sub-group reported similar results to the agriculture group, but with lower percentages.

The affluent sub-group, in contrast, reported a high percentage of parents that had the knowledge to recognize child abuse. The accurate responses ranged from 43.3% to 90%. However, the number of answers that claimed parental rights to justify abuse was less than 5%. Also, most of the

parents in this group had the knowledge to successfully connect abusive behaviors with legal implications. They had a concept of minors rights and limitations of parents' authority as described in their definition of child abuse and the laws. The growing up experience of this group reported behaviors that qualify as low physical in 10 out of 30, which presents a significant difference from the other two groups. Only one child abuse report is documented for this sub-group.

There is significant evidence in the results of this study to establish a correlation between child abuse reports and the knowledge of American parenting practices. There is a need to further study the relationship of these two variables in order to understand how it functions as a stressor in dealing with high incidence of child abuse, especially in some sub-groups of the Mexican community. Distinguishing between the Mexican groups that are more vulnerable can assist social workers in allocating resources to community education campaigns to decrease ignorance regarding this subject.

APPENDIX A INFORMED CONSENT FORM

The study in which you may voluntarily participate is a research study of various areas of Mexican-American family functioning and how they are related to child abuse reports. The study is being done by Patricia Huerta-Perales a second year master social work student at California State University San Bernardino (CSUSB) under the supervision of Dr. Morley Glikens, professor of the Social Work department at CSUSB. The Institutional Review Board of California State University San Bernardino has approved the study. The university requires that you give your consent before participating in this or any other research study.

In this study you will fill in a five-part survey, with an option of choosing a version in English or Spanish. The first part will ask social demographic questions. The second part will inquire parenting style questions. The third part will ask about your acculturation level. The fourth part contains questions that relate to your stress level. The fifth part asks questions about your level of knowledge of child abuse laws. The instrument you will be given will not have your name on it to assure complete anonymity of responses. Please note that you are not required to fill out the instrument and can refuse to take or complete it at any time you wish to. Completion of the instrument has taken our test respondents no more than twenty minutes, but it may take you more or less than that time.

Findings will be reported within a group form only. No identifying information will be used. At the conclusion of the study, you may, upon request, receive a copy of the findings.

If you have any questions about the study or if you like a report of the findings, you may contact Dr. Morley Glikens professor at California State University of San Bernardino (909) 880-5557. If you have any questions about research participants' rights or injuries, please contact the Institutional Review Board at (909) 880-5027.

By checking the box provided below and dating this form, acknowledge that you have been informed and understand the nature of the study and freely consent to participate. You further acknowledge that you are at least 18 years of age or that due to marriage or emancipation you are considered legally an adult.

I agree freely to participate in this study _____ (check if you agree)

Today's date is: _____.

APPENDIX B DEBRIEFING STATEMENT

This research study is conducted by Patricia Huerta-Perales, a second year student of the Master of Social Work Program at California State University of San Bernardino. The study is designed to explore whether various areas of the family functioning of Mexican-Americans relate to child abuse reports. In addition the level and way in which participants learn about child abuse laws. The instrument used in the study was design by the researcher after an extensive search for an instrument sensitive to the population and that cover the areas needed. The instrument was developed under the close guidance of my project advisor Dr. Morley Gliken. The study was approved by the Institutional Review Board at California State University of San Bernardino (CSUSB).

It is not expected, but if any of the questions asked on the instrument or any aspect of the research cause you any emotional stress you can contact your local family service agency. You can find the number of the agency in the yellow pages of your telephone directory or you can call Mariposa Center a Mental Health Center in Santa Ana at (714) 547-6494

A brief summary of the findings and conclusions of the study will be available after June 1, 2000 and can be obtained by calling Dr. Gliken at (909) 880-5557. Thank you for your participation in the study.

APPENDIX C
HUERTA-PERALES SOCIO-DEMOGRAPHIC QUESTIONNAIRE

1. How old are you? _____
2. You were?
 - a) Born in Mexico and immigrate to United States of America while you were a minor.
 - b) Born in Mexico and immigrate to United States of America when you were an adult.
 - c) Born in United States of America and have both parents born in another country.
 - d) Born in United States of America and have at least one parent born in another country.
 - e) Born in United States of America and both of your parents were also born here.
 - f) Your grandparents, your parents and you were born in United States of America.
3. How long have you been in United States of America?
 - a) less than one year
 - b) 1-3 years
 - c) 4-7 years
 - d) 8-11 years
 - e) 11-14 years
 - f) 15-more years
4. When you think about your nationality, the country you identify yourself with is?
 - a) Primarily Mexican
 - a) Mexican with some American
 - b) Mexican-American
 - c) American with some Mexican
 - d) Primarily American
5. What is your occupation? _____
6. How many hours do you work a week? _____
7. Are you? a) Male b) Female
8. What is the highest school grade you complete? _____
9. Do you have children? A) Yes b) No
10. How many children you have? _____
11. How old are your children? _____
12. Is your family?
 - a) A two parent Family
 - b) A single parent Family headed by a mother

- c) A single parent Family headed by a father
 - d) Blended Family use
 - e) Family with other arrangements
13. Is your Family?
- a) Immediate family primarily living in United States of America
 - b) Extended and immediate family living in United States of America
 - c) Only extended family living here in United States of America
 - d) All your family lives in your country of origin
 - e) Some of your family lives here but you do not have regular contact with them
14. In your household there are?
- a) only your immediate family
 - b) your immediate and some extended family members
 - c) your family and one other family
 - d) your family and two other families
 - e) your family and more than three families
15. Your annual household income is? _____
16. Your annual income is? _____

APPENDIX D
HUERTA-PERALES PARENTING STYLE SCALE

This is a questionnaire about your way of raising your children. There is no right or wrong answers so it is very important that you give the answer that is most correct for you. Remember that all answers are confidential.

When I think about the way I raised my children, I would rate myself on the following questions on a scale of 1-5 with

1= I strongly agree

2= I agree

3= neither agree or disagree

4= disagree

5= strongly disagree

1. () I see myself as being responsible for directing or guiding my child's behavior as he or she is growing up.
2. () I have standards by which my children operate by, but I have a lot of flexibility when the standards needed to be changed .
3. () I give my children a lot of room to form their own beliefs.
4. () I am very clear about what to expect of my children's behavior.
5. () If I said or did something that hurt my children's feelings, I would be willing to talk about it.
6. () If I felt that I had said or done something that was a mistake, I would apologize and try to make it better for my children.
7. () I am much more strict with my children than most parents I know.
8. () When I think my child has been particularly bad, I think it's OK to spank him/her.
9. () I think the main problem with parents today is that they are too permissive in the way they raise their children.
10. () I don't think parents today have enough authority to do what they think is right for their children.

APPENDIX E

HUERTA-PERALES ACCULTURATION SCALE

This is a questionnaire about your adaptation in this country. There is no right and wrong answer, so it's very important that you give the answers that reflects your personal practices. Remember that all answers are confidential. I would rate myself on the following questions on a scale of 1-5 with

1= I strongly agree

2= I agree

3= neither agree or disagree

4= disagree

5= strongly disagree

- 1.- () I speak more English than Spanish .
- 2.- () I usually listen to music in Spanish.
- 3.- () When I write I first think in Spanish and then translate into English.
- 4.- () When I speak to my children, I often use phrases or sayings from Mexico.
- 5.- () Is English the primary language you use with your children
- 6.- () I identify myself more as being an American than I think of myself as Mexican.
- 7.- () The food I eat is usually traditional Mexican food.
- 8.- () I celebrate holidays more following Mexican traditions.
- 9.- () Most of the social contacts I have are with people from Mexico.
- 10.- () I tend to use traditional remedies (te o fomento)for any health problem before I would ever see a doctor.
- 11.- () Most of the people in my church are from Mexico.

- 12.- Is the English language a barrier for you? Yes No
Why? _____

13.- On a scale of 1 to 10: in which 1 is not difficult at all and 10 is very difficult measure how much your acculturation is being affected by:

- a) Machismo _____
- b) Respeto _____
- c) Marianismo _____

14.- I identify my

- a) First children more Mexican than American _____
- b) Second children more Mexican than American _____
- c) Third children more Mexican than American _____
- d) Fourth children more Mexican than American _____
- e) Fifth children more Mexican than American _____
- f) Sixth children more Mexican than American _____

15- Describe your acculturation level

- a) Live more by Mexican values, traditions, and customs.
- b) Live by American values, traditions, and customs.
- c) Mixture of what I take from the Mexican and American culture.

APPENDIX F
HUERTA-PERALES STRESS SCALE

This is a questionnaire about your level of stress. There are no right or wrong answers. Please circle the answer in the way that describes your experience the best.

1. Providing the economic support for you and your family is **much easier, easier, the same, harder, much harder** here than in Mexico.
2. Raising your children in Mexico is **much easier, easier, the same, harder, much harder** than here.
3. Dealing with every day family problems is **much easier, easier, the same, harder, much harder** here than in Mexico.
4. Do you find **much easier, easier, the same, harder, much harder** to maintain family values in Mexico than here.
5. Having good friendships in Mexico is **much easier, easier, the same, harder, much harder** than here.
6. Obeying the law for you is **much easier, easier, the same, harder, much harder** here than in Mexico.
7. Maintain good health for you and your family is **much easier, easier, the same, harder, much harder** in Mexico than here.
8. Having family activities and entertainment in Mexico is **much easier, easier, the same, harder, much harder** than here.
9. Practicing the religion you chose in Mexico is **much easier, easier, the same, harder, much harder** than here.
10. Over all you feel **much happier, happier, the same, sadder, much sadder** here than in Mexico.
11. On a scale of 1 to 10, (1) being very sad (10) being very happy rate your present happiness _____
12. On a scale of 1 to 10, (1) being not stressed at all and (10) being extremely stressed rate your present stress level _____

APPENDIX G
HUERTA-PERALES CHILD ABUSE LAWS KNOWLEDGE QUESTIONNAIRE

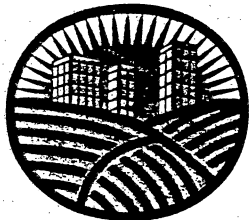
This is a questionnaire that asks about your level of awareness regarding child abuse laws in California. There is no right or wrong answer. Remember that your responses are confidential and your name does not appear in the questionnaire.

- 1) If you spank your children with an object, are you breaking the law?
 - a) Yes
 - b) No
 - c) Only if you leave a mark
 - d) Sometimes
 - e) Only if your child say that it hurt
- 2) If you leave your children without adult supervision, is it against the law?
 - a) Yes
 - b) No
 - c) Only if she/he gets hurt while he is alone
 - d) Only if they are under 10 years old
- 3) You can lose the custody of your children if they have bruises?
 - a) All the time
 - b) No
 - c) Only if the bruises are caused non-accidentally
 - d) Only if he gets really hurt
 - e) Only if he tells who hit him/her
- 4) You can go to jail and be accused of criminal charges if you are found guilty of child abuse?
 - a) Only if you don't get a lawyer
 - b) Only if the social worker takes your children
 - c) All the time
 - d) Yes
 - e) No
- 5) If your children are not clean, fed, and go to school regularly?
 - a) Nothing can happen because you are the parent
 - b) They can remove the children from your care and charge you with neglect
 - c) As long as they are not hurt you are fine
 - d) You will only get in trouble if the children are not doing well in school
 - e) You will immediately be arrested only if your doctor finds severe malnutrition
- 6) Having any type of sexual contact with a child?
 - a) Is against the law only if you hurt the child
 - b) Is against the law only if you have skin to skin contact with the child
 - c) Is illegal only if he/she did not enjoy it

- d) Is against the law even if the touching is related to hygiene practices
 e) Is always illegal and is considered a criminal activity
- 7) Is constantly calling names, yelling, intimidating and threatening a form of abuse
 a) no
 b) only when the police knows
 c) no because I am the parent
 d) yes
- 8) In a scale from 1 to 10, where 1 is I this is the first time I hear about child abuse laws, and 10 is I totally know the child abuse law and its consequences circle the answer that describe you the most.
 1 2 3 4 5 6 7 8 9 10
- 9) In a scale from 1 to 10, where 1 is no knowledge of child abuse laws and 10 is very Knowledgeable circle the number that describes you the best
 1 2 3 4 5 6 7 8 9 10
- 10) I learn about the child abuse California Laws through?
 a) Friends or relatives
 b) Immediate Family
 c) Church
 d) School or a class
 e) Television or newspaper
 f) Other _____
- 11) Have you had any contact with the Department of Children and Family Services?
 a) Yes No
 b) How many contacts _____
 c) For what reason _____
- 12) In your own words describe what is for you child abuse

- 13) When you were growing up how were you disciplined?

APPENDIX H
LETTER OF PERMISSION FROM ORANGE COUNTY PRODUCE



Orange County Produce LLC

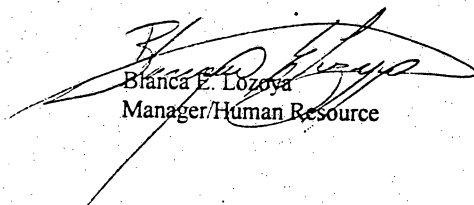
November 29, 1999

To Whom It May Concern:

Orange County Produce authorizes Patricia Huerta-Perales to conduct the necessary interview and give a questionnaire to twenty farm workers.

If you have any questions please feel free to contact our office.

Sincerely,



Bianca E. Lozoya
Manager/Human Resource

APPENDIX I
LETTER OF PERMISSION FROM SAINT JOSEPH CHURCH

SAINT JOSEPH CHURCH



November 30, 1999

To Whom It May Concern:

Father Christopher H. Smith, Pastor of St. Joseph Church has given Patricia Huerta-Perales permission to conduct her study with participants from St. Joseph Church. If further verification is needed, please feel free to contact me at (714) 542-4411 ext. 11.

Thank you,

A handwritten signature in cursive script that reads "Betty Spanel".

**Betty Spanel
Parish Manager**

APPENDIX J
HUMAN SUBJECTS APPROVAL



CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

*The California
State University*

January 26, 2000

Ms. Patricia Heurta-Perales
Department of Social Work
California State University
5500 University Parkway
San Bernardino, Ca. 92407

DEPARTMENT Dear Mr. Huerta-Minakata:

OF
SOCIAL WORK The Departmental Institutional Review Board in Social Work, an
COMMUNITY institutional arm of the University Institutional Review Board
ADVISORY has approved your research project entitled, "The Relationship
BOARD Between Mexican-American Parenting Styles, Levels of
Acculturation, Incidents of Stress, and Reports of Child
Abuse."

909 860-5501 Please notify the departmental review board if any substantive
changes are made to your research proposal or if any risks to
subjects arise. If your project lasts longer than one year,
you must reapply for approval at the end of each year. You are
required to keep copies of the informed consent and data for
at least three years.

Best of luck with your research.

Sincerely,

A handwritten signature in cursive script that reads "Morley D. Glick".

Morley D. Glick, DSW
Professor of Social Work

APPENDIX K
SPANISH INFORMED CONSENT FORM

En este estudio de participacion voluntaria, incluye varias areas del funcionamiento de las familias Mexico-Americanas en Estados Unidos y cómo se relacionan con los reportes de abuso infantil. Este estudio esta conducido por Patricia Huerta-Perales, estudiante de la Universidad de San Bernardino del Estado de California, que cursa el segundo año de Maestria en Trabajo Social bajo la supervison de el Dr. Morley Glikens profesor de el departamento de trabajo social de la Universidad de San Bernardino del Estado de California. Este estudio a sido aprobado por el Consejo de Revisión Institucional del Estado de California en la Universidad de San Bernardino. La Univesidad requiere que usted dé su consentimiento antes de participar en este o cualquier otro estudio de investigacion.

En este estudio llenaras un cuestionario de cinco partes que estara tanto en ingles como en español para que tu utilices el idioma de tu preferencia. La primera parte del cuestionario incluira datos **sociodemograficos**. La segunda parte pregunta sobre tu **estilo de paternidad**. La tercera parte sobre tu nivel de **aculturacion**. La cuarta parte preguntas relacionadas con tu **nivel de estres**. La quinta parte cuestionara sobre tu **conocimiento acerca de las leyes de abuso infantil**. Este instrumento no te preguntara tu nombre para asegurarte que las respuestas que nos des son totalmente anonimas. Por favor recuerda que tu puedes decidir no llenar el cuestionario, aun cuando ya lo hallas comenzado puedes detenerte a la hora que tu decidas.

Los resultados reflejaran solo conclusiones de grupo. Ninguna informacion que identifique sera utilizada. Al terminar este estudio tu puedes si lo requieres recibir una copia de los resultados de la misma.

Si tienes alguna pregunta acerca de este estudio o si quieres un reporte de los resultados por favor communicate con el Dr. Morley Glikens profesor de la Universidad de la Universidad de San Bernardino de el Sur de California. Si tienes alguna pregunta sobre los derechos o riesgos de los participantes de las investigaciones por favor llama al Consejo de Revisión Institucional al (909) 880-5027.

Al marcar la casilla de abajo y poner la fecha en esta forma estas reconociendo que has sido informado, entiendes y das tu consentimiento libremente para participar en este estudio. Aun mas reconoces que tienes cuando menos 18 anos o que atravez de el matrimonio o de emancipacion eres considerado/a legalmente adulto.

¿Estoy de acuerdo en participar libremente en este estudio?: SI ☐ NO ☐

La fecha de hoy es: _____

APPENDIX L

SPANISH DEBRIEFING STATEMENT

Esta investigación esta conducida por Patricia Huerta-Perales, estudiante de segundo año del Programa de Maestria Social, en la Universidad del Estado de California de San Bernardino. El estudio esta diseñado en si varias areas del funcionamiento de las familias Mexico-Americana se relaciona con los reportes de abuso. Ademas de los niveles y las fuentes de conocimiento que los Mexico-Americanos tienen acerca de las leyes de abuso infantil en California. El instrumento usado en el estudio fue diseñado por la investigadora despues de una intensa busqueda de un instrumento sensible a la población y que cubre las areas requeridas. El instrumento fue desarrollado bajo la guia de el supervisor de proyecto Dr. Morley Gliken. El estudio fe aprobado por el Consejo de Revision Institucional en La Universidad del Estado de California de San Bernardino (CSUSB).

No es esperado, pero si en alguna de las preguntas hechas en el instrumento o en algun otro aspecto del estudio causo algun estres emocional, tu puedes contactas a tu agencia de servicios familiares local. Podras encontrar el numero de agencias en la seccion amarilla de tu directorio telefonico o puedes llamar al Mariposa Center at (714) 547-6494. Esta es una agencia en Santa Ana.

Un breve resumen de los hallazgos y conclusiones del estudio estaran disponibles despues del 1º de Junio del 2000 y puede ser obtenida llamando al Dr. Gliken al (909)880-5557. Gracias por su participacion en el estudio.

APPENDIX M
SPANISH HUERTA-PERALES SOCIO-DEMOGRAPHIC QUESTIONNAIRE

1. Que edad tienes? _____
2. Eres nacido ...
 - a) en Mexico e imigraste a Los Estados Unidos de Norteamerica mientras tu eras un menor de edad.
 - b) en Mexico e imigraste a Los Estados Unidos de Norteamerica cuando tu eras un adulto.
 - c) En Los Estados Unidos de Norteamerica y tus dos padres nacieron en otro pais.
 - d) En Los Estados Unidos de Norteamerica y tienes por lo menos un padre nacido en otro pais.
 - e) En Los Estados Unidos de Norteamerica, hijo(a) de padres(ambos) nacidos aqui.
 - f) Tus abuelos, tus padres y tu nacieron en Los Estados Unidos de Norteamerica.
3. Cuanto tiempo tienes viviendo en Los Estados Unidos de Norteamerica:
a) Menos de 1 año b) 1-3 años c) 4-7 años d) 8-11 años e) 15 mas
4. Cuando piensas en tu nacionalidad, te identificas a ti mismo como:
 - a) Fundamentalmente Mexicano(a)
 - b) Mexicano con algo de Americano
 - c) Mexico-Americano
 - d) Americano con algo de Mexicano
 - e) Fundamentalmente Americano
5. Cual(es) es(son) tu(s) ocupación(es)? _____
6. Cuantas horas trabajas al dia: _____
7. Sexo: a) Masculino b) Femenino
8. Cual es el ultimo año que cursaste en la escuela?
9. Tienes hijos? a) Si b) No
10. Cuantos hijos tienes? _____
11. Que edad tienen tus hijos? _____
12. Tu familia esta formada por...
 - a) 2 padres de familia
 - b) Una madre soltera
 - c) Un padre soltero
 - d) Familia Combinada
 - e) Familia con otro tipo de arreglo

13. Esta tu familia...

- a) Inmediata viviendo en los Estados Unidos?
- b) Extendida e inmediata viviendo en los Estados Unidos?
- c) Extendida viviendo en los Estados Unidos?
- d) Toda tu familia esta viviendo en tu país de origen?
- e) Algunos de tus familiares estan viviendo en los Estados Unidos, pero no tienes mucho contacto con ellos?

14. Estas viviendo...

- a) Solo con familia inmediata
- b) Con familia inmediata y algunos de la extendida
- c) Con tu familia y otra familia
- d) Con tu familia y dos familias
- e) Con tu familia y mas de tres familias

15. Cuanto ganan en total toda tu familia que vive en tu casa? _____

16. Cuanto ganas por año? _____

APPENDIX N SPANISH HUERTA-PERALES PARENTING STYLE SCALE

Este es un cuestionario acerca de la manera de **criar a tus hijos**. No hay respuestas correctas o incorrectas, por lo que es muy importante que des las respuestas lo mas apropiadas para ti. Recuerda que todas las respuestas son confidenciales.

En cada una de las preguntas pensare en la manera de educar a mis hijos y me calificare en una escala de 1 a 5 donde:

- 1= Estoy completamente de acuerdo.
- 2= Estoy de acuerdo.
- 3= Ni acuerdo ni en desacuerdo.
- 4= En desacuerdo
- 5= Completamente en desacuerdo.

1. Me veo a mi mismo como el responsable de dirigir o guiar la conducta de mis hijos a lo largo de su crecimiento.	
2. Tengo patrones de comportamiento a los que mis hijos se apegan, pero tengo mucha flexibilidad cuando esos estandares necesitan ser cambiados.	
3. Doy suficiente margen a mis hijos para que formen sus propias creencias.	
4. Estoy muy claro acerca de la conducta que espero de mis hijos.	
5. Si dijera o hiciera algo que hiriera los sentimientos de mis hijos, estaria dispuesto a hablar acerca de ello.	
6. Si sintiera que he dicho o hecho algun error, me disculparia y trataria de hacerlo mejor por mis hijos.	
7. Yo soy mas estricto con mis hijos que la mayoria de padres que yo conozco.	
8. Cuando creo que mi hijo ha sido particulamente malo, creo que está bien nalgearlo(a).	
9. Creo que el problema principal con los padres de hoy es que ellos son demasiado permisivos en la manera de educar a sus hijos.	
10. No creo que los padres de hoy tengan suficiente autoridad para hacer lo que ellos creen que esta bien para sus hijos.	

APPENDIX O

SPANISH HUERTA-PERALES ACCULTURATION SCALE

Este es un cuestionario acerca de como te sientes como Americano o Mexicano. No hay respuestas correctas o incorrectas, pero es muy importante que tu des las respuestas que reflejen tu propia experiencia. Recuerda que todas las respuestas son confidenciales. Me calificaria a mi misma en el siguiente cuestionario en la escala de 1 a 5 con:

- 1= Estoy completamente de acuerdo
- 2= Estoy de acuerdo
- 3= Ni acuerdo, ni desacuerdo
- 4= En desacuerdo
- 5= En total desacuerdo.

1. Hablo mas Ingles que Español	
2. Usualmente escucho musica en Español	
3. Cuando escribo primero pienso en Español y despues traudzco al Ingles	
4. Cuando hablo a mis hijos, con frecuencia uso frases o dichos de Mexico.	
5. Es el ingles el idioma utilizado para comunicarte con tus hijos	
6. Me identifico mas como Americano que como Mexicano.	
7. Los alimentos que consumo son usualmente paltillos mexicanos.	
8. Celebro las festividades mas tipicas de la cultura mexicana.	
9. La mayoría de las contactos sociales que tengo son con personas de Mexico	
10. Tiendo a usar remedios tradicionales de Mexico para cualquier problema de salud antes de ir a ver al doctor.	
11. La mayoría de la gente en mi Iglesia son de Mexico.	

12. . Es el idioma ingles una barrera? Si ☐ No ☐ Por que? _____

13. En una escala de 1 a 10: en que medida cada uno de los siguientes conceptos obstaculiza el proceso de la aculturacion:

- Machismo: _____
- Respeto jerarquico: _____
- Marianismo: sumiso, manejabilidad: _____

14. Identifico a mi ...

- a) primer hijo(a) mas como Mexicano(s) que Americano(s): _____
- b) segundo hijo(a) mas como Mexicano(s) que Americano(s): _____
- c) tercer hijo(a) mas como Mexicano(s) que Americano(s): _____
- d) cuarto hijo(a) mas como Mexicano(s) que Americano(s): _____
- e) quinto hijo(a) mas como Mexicano(s) que Americano(s): _____
- f) sexto hijo(a) mas como Mexicano(s) que Americano(s): _____

15. Como describo mi nivel de aculturation.

- a) Vivo mas con valores, tradiciones y costumbres Mexicanas.

- b) Vivo mas con valores, tradiciones, y costumbres americanas.
- c) Combino lo mejor de ambas culturas, Mexicana y Americana.

APPENDIX P
SPANISH HUERTA-PERALES STRESS QUESTIONNAIRE

Este es un cuestionario para detectar los niveles de estres. No hay respuestas correctas o incorrectas. Favor de circular la respuesta que mas describa a tu experiencia.

1. Proveer el soporte economico tanto para ti como para tu familia es mas facil, facil, lo mismo, dificil, mas dificil aqui que en Mexico.
2. Criar a tus hijos en Mexico es mas facil, facil, lo mismo, dificil, mas dificil que aqui.
3. El trato con los problemas familiares cotidianos es mas facil, facil, lo mismo, dificil, mas dificil aqui que en Mexico.
4. Encuntras mas facil, facil, lo mismo, dificil, mas dificil mantener los valores familiares en Mexico que aqui.
5. Tener buenas amistades en Mexico es mas facil, facil, lo mismo, dificil, mas dificil que aqui.
6. Obedecer las leyes para ti es mas facil, facil, lo mismo, dificil, mas dificil aqui que en Mexico.
7. Mantener buena salud para ti y tu familia es mas facil, facil, lo mismo, dificil, mas dificil en Mexico que aqui.
8. Tener actividades familiares y de entretenimiento en Mexico es mas facil, facil, lo mismo, dificil, mas dificil que aqui.
9. Practicar tu religion en Mexico es mas facil, facil, lo mismo, dificil, mas dificil que aqui.
10. La mayor parte del tiempo te sientes mucho mas feliz, mas feliz, lo mismo, mas triste, mucho mas triste aqui que en Mexico.
11. En una escala de 1 a 10, donde 1 es muy triste y 10 es muy feliz, donde ubicas tu felicidad en el presente: _____
12. En una escala de 1 a 10, donde 1 indica que no hay estres y 10 es mucho estres, donde ubicas tu estres en el presente: _____

APPENDIX Q
SPANISH HUERTA-PERALES CHILD ABUSE LAWS KNOWLEDGE QUESTIONNAIRE

Este es un cuestionario acerca del nivel de consciencia de acuerdo a las leyes de abuso infantil en California. No hay respuestas correctas o incorrectas. Recuerda que tus respuestas son confidenciales y tu nombre no aparece en el cuestionario. Solo selecciona una respuesta de cada pregunta.

1. Si tu nalgeas a tus hijos con algun objeto, estas quebrantando la ley?
 - a) Si
 - b) No
 - c) Solo si dejas una marca
 - d) Solo si el niño dice que lo lastimo
2. Es contra la ley dejar a tu niño sin la supervision de un adulto?
 - a) Si
 - b) No
 - c) Solo si ella o el lo lastima mientras esta solo
 - d) Solo si ellos son menores de 10 años de edad
3. Puedes perder la custodia de tus hijos si ellos muestran marcas de heridas.
 - a) Todas la veces.
 - b) No
 - c) Solo si la marca fue causada por una situacion no accidental
 - d) Solo si fue realmente herido
 - e) Solo si el o ella dice quien le pego.
4. Puedes ir a la carcel y ser acusado de cargos criminales si eres encontrado culpable de abuso infantil?
 - a) Solo si no tienes abogado.
 - b) Solo si el trabajador social se lleva a tus hijos.
 - c) Si.
 - d) No.
5. Si tus hijos no estan aseados, alimentados o no van a la escuela regularmente...
 - a) Nada puede suceder por que tu eres el padres (o madre).
 - b) Ellos pueden quitarte a tus hijos por negligente (descuido).
 - c) Mientras ellos no esten heridos todo esta bien.
 - d) Tendras problemas solo si tus hijos no van bien en la escuela.
 - e) Seras inmediatamente arrestado solo si tu doctor encuentra una severa desnutricion.
6. Tener cualquier tipo de contacto sexual con el niño...
 - a) es contra la ley solo si tu lastimas al niño(a)
 - b) es contra la ley solo si tienes contacto piel a piel con el niño(a)
 - c) es ilegal solo si el o ella no lo disfrutan
 - d) es contra la ley aun si el tocamiento se relaciona a la practica higienica

e) es ilegal en todo momento y es considerado una actividad criminal
7. Llamarles por apodos, gritarles , imitarles, desafiarlos es una forma de abuso

- a) no
- b) solo si la policia se entera
- c) no porque yo soy el padre o madre
- d) si

8. Esta es la primera que oigo algo asi, donde 1 [no conozco nada] y 10[conozco muy bien cuales son las leyes y que consecuencia tienen] 1 2 3 4 5 6 7 8 9 10

9. En una escala de 1 a 10, que tanto conocimiento tienes sobre las leyes de abuso infantil en el estado de California? 1 2 3 4 5 6 7 8 9 10

10. Aprendo acerca de las leyes de abuso infantil en Californai a traves de...

- a) Amigos o Familiares.
- b) Familia inmediata.
- c) Iglesia.
- d) Escuela o clases
- e) Television o periodico
- f) Otros: _____

11. Has tenido algun contacto con el Departamento de Niños y Servicios a la Familia?

- a) Si No
- b) Cuantos contactos has tenido: _____
- c) Cual(es) han sido las razones: _____

12 En tus propias palabras, que cosas son para ti Abuso Infantil?

13 Cundo estaba creciendo, como te corrigieron?

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